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17. ABSTRACT (MAX. 250 WORDS)

A television course in elementary Spanish is described. Given mainly in Spanish, it builds from zero knowledge and teaches a small high-utility vocabulary. Intake of vocabulary and structure is gently graded in sentences made understandable by means of picture-situations. The television series consists of 24 programs of 30 minutes each, to be shown once a week with as many repeats as desired.

The program design consists of the film lesson of the weak, live application of vocabulary and structure, and one or more earlier film lessons as review with sometimes a preview of the next lesson to come.

The relation of the program to the text, Spanish Through Pictures, is explained. A film lesson presents a chain of about thirty related sentences pictorially explained. The first twelve lessons follow the Pocket Book self-teaching text and develop the pictorial interpretation more fully. After the first twelve lessons, original sequences are given, which make for active mastery of the vocabulary and structure contained in the book by applying it in a range of new situations which hold the student's interest.

The lesson procedure is analyzed, and information is given on the kinds of study aids associated with the course, such as the textbook, workbooks, recordings, and filmstrips.

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The television course in Elementary Spanish given over Channel 2, WGBH-TV, Boston, the Lowell Institute Cooperative Broadcasting Council, 1956-7 and to be repeated and extended 1957-8, is conducted in the language of instruction except for announcements and simple suggestions to viewers from time to time as to how to make use of the material about to be shown. It builds from zero knowledge of Spanish and teaches a small high-utility vocabulary of a thousand words recurring in the essential sentence forms of the language. Intake of vocabulary and structure is gnetly graded in sentences made understandable by means of picture-situations. Spanish through Television Series I consists of 24 programs of 30 minutes each, to be shown once a week with as many repeats as desired.

Program Design

Each half-hour lesson divides into three parts:

a. The film lesson of the week.
b. Live application of vocabulary and structure.
c. One or more earlier film lessons as review with sometimes a preview of next lesson to come.

Usually the new lesson opens the program; occasionally the review comes first. A live action of about ten minutes or two five minute lives always divide the stick figure instructional sequences. Live action sections utilize pantomime, dialogue, narrative, description, etc., with native voices, at the vocabulary and structure level of the new film lesson being presented for study.

Relation of Program to text SPANISH THROUGH PICTURES

A film lesson presents a chain of about thirty related sentences pictorially explained. The first twelve lessons follow the Pocket Book self-teaching text exactly, except that they develop the pictorial interpretation more fully, supplying simple animation where useful. Beginners who purchase the book gain confidence and enjoy a feeling of security by being able to read over between viewings the four or five pages used for a film lesson. However, the film course is self-supporting for viewers not in possession of the text.

After the first twelve lessons, the stick figure film lessons provide original sequences, each one of which advances the new vocabulary and structure of the next four or five pages of the text by means of original narrative designed for film only, spoken by a native voice and made clear through pictures. The new sequences make for active mastery of the vocabulary and structure contained in the book by applying it in a range of new situations which hold the interest of the student and discourage mere rote memorizing. A viewer who follows the film lesson with the help of its picture-commentary finds that he can pronounce and understand the language of the section of the text on which it is based. If he then works problem exercises in the work book lessons of the same level, he masters the written forms which he is studying without recourse to grammar rules. Add to this the reminder that the book and film sequences are self-reviewing, the essential structure words of the language coming back again and again

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in different sentences, and it will become evident that intensive cultivation of a nucleus of the language is assured.

Lesson Procedure

In each television program, the new film lesson, which consists of a two-to five minute chain of related sentences-in-situations, is shown first with oral utterances accompanying simple pictures on the screen; these are spaced for audience repetition sentence by sentence without recourse to the printed word. A viewer hears and imitates the native voice without confusing the sounds of the new language with the phonemes of his own.

After one or two viewings with sound alone, the captions appear in print below each picture in turn, as visual support and as a signal for the audience to repeat each sentence. Intervals are exactly timed to permit repetition at the speed and with the rhythm of the model. Intonation is achieved by hearing and repeating sentences as wholes at normal speed. The captioned story may be repeated as desired.

After the second or third repeat of a new lesson and usually after a live dialogue applying the new material, the testing version of the film is usually introduced. This presents each picture first, with an interval of silence long enough to induce viewers to speak a sentence that will give its meaning. The caption then appears, with a native voice saying the sentence first linked with the picture. Though variants of the sentence, and often additional sentences, may be offered by the viewer as pictures become more complicated, this model answer leaves the learner with a correct native utterance in his eye and ear, to which he can compare his own attempt if he has managed to make one.

The live dialogues and pantomimes, with commentary, which take up the new structure and vocabulary items, provide additional native voices and as much demonstration as can be designed to display meaning in the sentences used. These live programs require trained native speakers and skilled production. They are being filmed for wider use on television and in classrooms.

A review film may utilize all sound, all caption, or the testing "capsound" version of one or more back films for further study. Attending to these review films, even when a viewer does not participate actively by imitating the voice, trains the ear, develops comprehension, and increases familiarity with written forms. Practice in speaking the sentences after the model can be of great value. Viewers have leisure t compare the parts of sentences that are similar but not the same, and to see how meaning and structure elements are related.

Study Resources of SPANISH THROUGH TELEVISION

Spanish through Television may be followed as a self-contained course by beginners of any age as well as by students who wish to brush up their knowledge of the language or improve their pronunciation. New World, Western hemisphere Spanish is employed throughout. Rapid learners and advanced students sometimes keep up by viewing one day a week, though there is always enough challenge to recommend more frequent viewing.

Beginners usually try to follow three or at least two repeats of a program before proceeding to the next.

As yet no figures are available for the number of purchasers of the accompanying pocket text, but many letters refer to it and inquire about other available teaching aids. Some provide themselves with:

1. Spanish through Pictures (Pocket Books, Cardinal Edition, 35 ¢)

2. Workbooks I and II to Spanish through Pictures

3. Recordings of Spanish through Pictures, Series I

4. Filmstrips, Series I and II, of Spanish through Pictures (for classroom use) Language Research, Inc.

The Workbooks, shortly to be available in the Pocket Books Cardinal Edition as the text now is, may be purchased, along with recordings and filmstrips, by Language Research, Inc., 13 Kirkland Street, Cambridge, Mass., or from Educational Services, 1730 Eye Street N. W., Washington 6, D. C.